

Pupil Premium Strategy Statement: Grange Park School

1. Summary information					
School	Grange Park School			Type of SEN (e.g. PMLD/SLD/MLD etc.)	ASC
Academic Year	2017/18	Total PP budget	£16,860	Date of most recent PP Review	
Total number of pupils	113	Number of pupils eligible for PP	17	Date for next internal review of this strategy	March 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% making expected or better than progress in maths	74.2%	70.9%
% making expected or better than progress in writing	77.4%	75.5%
% making expected or better than progress in reading	87%	85%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Speech, communication and interaction needs of our pupils
B.	Mental Health needs and high levels of anxiety
C.	Low level behaviour issues from pupils in transition between key stages
D.	Paucity of language and numeracy skills
External barriers	
E.	Attendance for pupils eligible for PP is 95.2% but this overall figure conceals cases of irregular absence which impact on pupil learning and progress.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	An increase in the communication skills of our pupils	Measured through SCERTS and EHCP outcomes. Progress in tracked interventions.

B.	A reduction in levels of anxiety and an improvement in the resilience of our pupils to maintain good attendance and achieve their potential.	Pupils' feedback indicates that they are happy at school, this will be taken from HeadStart Data. Feedback from parents. Pupils will be making progress (reduced anxiety and an ability to engage and learn).
C.	A reduction in the number of behaviour incidents combined with an improvement in pupil engagement in learning.	Behaviour data shows a reduction in incidents and physical Interventions. Behaviour data shows an increase in pupil attendance in lessons and engaged in learning.
D.	An improvement in the rates of progress across KS3 for more able pupils eligible for PP. An increase in literacy and numeracy skills and improved rates of progress in these subjects.	Increased rates of progress and attainment (accreditation outcomes).
E.	An improvement in the attendance rates of PP pupils identified as persistent absentees.	Attendance data continues to improve. Pupil progress on target.

5. Planned expenditure					
Academic year		2017 - 18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. All staff to have good knowledge of SCERTS and all pupils make progress in relation to their diagnosis of ASC. Interventions support this progress and are tracked in EHCP outcomes.	Staff Training:- SCERTS	We know that our pupils make significant progress whilst at Grange Park and for many this progress is both academic and non-academic. Pupils grow in confidence and independence and levels of anxiety are managed well. We see the implementation of SCERTS as an excellent strategy to provide pupils with focused individual targets that allow them to progress. This will also lead to more focused and relevant EHCP outcomes which in turn will have the most positive impact on pupils.	PP funds will support staff training and investment in supporting families in understanding the process.	SALT SLT	The governing body will review progress and impact in May 2018
D. Increased progress in Reading, Writing and Mathematics for Pupil Premium pupils D. Improved outcomes and progress for most able pupils	Senior leaders to closely analyse data and discuss each Pupil Premium child each term Staff training: Read Write Inc training, paired reading, Communication & Language. Specific numeracy and literacy interventions and strategies.	Many pupils require targeted literacy and numeracy support to catch up and, in some cases, bridge the gap so that they are able to access the curriculum. Due to the individual needs of pupils and the varying starting points close monitoring of data and progress is essential. The best quality teaching will engage pupils in the curriculum and learning. Enrichment activities will provide pupils with the opportunities to develop skills, self-esteem and well being	Gaps that are identified will be bridged where necessary with additional training. An overview of progress will lead to targeted specialist interventions to improve a pupil's numeracy and/or literacy skills. The most able pupils will be challenged and make outstanding progress. Additional support for staff training e.g. Fresh Start.	ELT	June 2018
Total budgeted cost					£4000
ii. Targeted support					

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Pupils are more resilient with reduced levels of anxiety	Therapeutic support to include: specialist therapies provided by Clinical Psychologist, SALT, counselling, Art Therapy, Music Therapy. Implementation of extra-curricular activities to engage and develop relationships.	We acknowledge that a number of pupils require a higher level of support and have specific therapeutic needs. They may require one or several of those listed in order to be able to access learning successfully across the curriculum. Some pupils also require support at transitional times where anxiety levels are high.	Identified pupils who are highly anxious and less resilient are able to access the curriculum. Progress is evident. Feedback form HeadStart programme surveys. Analysis of results.	ELT	March 2018
C. Improved progress for most able pupils	Small group and individual interventions for numeracy and literacy	To provide additional support to challenge the most able and accelerate their progress. Small groups with highly qualified staff (subject specialists).	Additional time paid for out of budget. Engage parents and pupils and provide resources where necessary. Data tracking used to inform the necessity to intervene. Additional revision (holidays, weekends).	ELT	March 2018
Total budgeted cost					£9000

c. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Increased attendance rates	Requirement of progress leaders to have a prompt follow up and monitor truanancies. First day response provision.	Attendance is linked to progress. It is essential that we target the individuals who are school refusing and provide support for parents struggling to get their children into school regularly.	Weekly attendance monitoring and termly scrutiny in the RDCF (SLT & Governors)	ELT	March 2018
C. Reduce the number of behaviour incidents	Implementation of SIMS behaviour tracker.	Focus on reducing behaviour especially those that require physical intervention. The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils.	Through the identification of pupils who may need assistance. Weekly behaviour monitoring. Monitoring of behaviour and interventions put into place. Some budget used to incentivise pupils. Praise and rewards.	Progress Leaders	

	Total budgeted cost £3000
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